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AUTHOR Thoni, Richard J.; And Others
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ABSTRACT

This package (one of a series developed for use at the high school level) helps the student examine the significance of women and their relation to the world of work through the use of seven enabling objectives and related learning experiences. The seven objectives are: (1) To discover cultural elements which have contributed to the continuance of the traditional view of women; (2) to investigate the opinions that contemporary women hold of themselves and their place in the world of work; (3) to read and discuss relevant literature dealing with women, their traditional roles, and their palce in the world of work; (4) to participate in and observe situations in which women are found in nontraditional roles; (5) to cite examples of change within the modern work society which have affected the traditional division of labor by sex; (6) to identify life patterns which might be followed by a woman and discuss the significance of each in regard to her personal development and family life; and (7) to gather information concerning vocational opportunities for women in various areas of work. This guide may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

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WOMEN AND THE WORLD OF WORK

A Career Education Resource Guide

by

Richard J. Thoni
Lorraine Hansen
Mary K. Klaurens
W. Wesley Tennyson

University of Minnesota
College of Education

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RATIONALE

The role of women in the world of work has come to be a topic of universal discussion. Since World War II, the concept of the proper status of women in the work force has undergone significant change. The trend is toward more women working and doing so for a longer period of time. In the past there has been somewhat of a double standard in that the work done by a woman was not judged by the same standards as that done by a man. Today, this attitude is changing, indicating that the work contribution of women is coming to be considered as socially significant as that of men.

In the midst of this spectrum of change, our education system often tends to continue the same orientation toward women and work as it has held in the past. Girls of high school age are frequently not encouraged to think of themselves other than as entering the work force as short-term employees. This situation often results in a lack of effective career planning with only the traditional work and social roles of women being held up as reasonable alternatives from which high school girls might choose.

In the light of this present orientation toward women and work, this unit attempts to help the student confront the question squarely. It deals with the attitudes and values held by society in regard to this issue; and it aids both girls and boys to examine their own beliefs, to gain information about what the future might hold for women and the world of work, and to use this knowledge to plan their work and family lives accordingly.

Suggestions for Use of the Material

This package is one of a series developed for use at the high school level. Constituting a career development curriculum (CDC), these packages identify important concepts of self and community which too often are left at the periphery of the curriculum. They focus on the kinds of social issues and vital themes which make up real life and are of concern to young people.

The career development objectives and learning activities contained in this and other packages of the series may be implemented through the traditional subject areas or they may be taught by teachers and/or counselors as self-contained mini-courses or group guidance units. A teacher who wishes to incorporate career development activities in her course of study has the option of teaching an entire package or selecting those enabling objectives and learning opportunities which interest her most, fit her time schedule, or best meet the needs of her students. In choosing this latter option, however, the teacher should be aware that there is a sequential ordering of the enabling objectives within any one package. The sequencing moves from basic concepts to more complex concepts.

Ideally, a coordinated approach which distributes these learning activities throughout all subject areas of the curriculum is recommended. Such an approach may be achieved where teachers of the various disciplines, in consort with each other, identify those objectives and activities having relevance for their respective areas and incorporate these activities in an overall curriculum plan.

WOMEN AND THE WORLD OF WORK

Terminal Performance Goals*

The student will:

1) Describe how the work contribution of woman is as socially significant as that of man.

2) Identify the reasons why many women will need the stimulation and rewards of a work role in addition to a family role.

3) Identify the possible sources of the attitudes toward women held by himself and the society in which he lives.

Enabling Objectives

EO#1 Discovers elements within our culture which have contributed to the continuance of the traditional view of women.

Learning Experiences

1) A good way to introduce this unit, to motivate the students, and to simultaneously begin work on the first enabling objective is to bring in and play for the class contemporary recordings which praise traditional female roles (e.g. mother, housewife, lover, etc.). The words to two such songs may be found in the appendix, page 12. Distribute to the class copies of the lyrics for the songs which have been chosen; play the recordings one or two times; discuss what is said in the lyrics, what influence these songs have on our attitudes toward women, etc.

2) In order for the students to further explore how the traditional roles of women are constantly kept before the eyes and attention of the American public, ask them to bring to class and discuss expressions of the traditional view of women as found within our culture such as:

   Songs - Traditional or popular which glorify the conventional roles of a woman.

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*Please refer to the section evaluation (p. 9) before beginning this unit.

TV and Movies - Programs and movies that display women in the traditional home, family, housewife roles or operating in an occupation normally "approved" for women.

Advertisements - Magazine and newspaper pictures and ads, TV commercials, and billboard displays which cast women in conventional roles.

Poetry - Poetry which praises the ideal woman. Both modern and traditional verse should be represented.

Verbal Expressions - Cliches and expressions which involve the traditional view of woman (e.g. "A woman's place is in the home," "Sugar and spice and everything nice," etc.)

Students may prepare an individual montage or group bulletin board which displays how we are bombarded with verbal and visual representations of what a woman should traditionally be. Song phrases and titles, cliches, poems, pictures, and advertisements may all be represented. Discuss these collections in small groups.

Also, some of the students may enjoy making an audio-visual presentation to the class in which they might link some of the material they have gathered to a popular song. For example, the students might take a song such as "The Dreams of the Everyday Housewife" and prepare a series of images that portrays what the song describes. Allowing such freedom and creativity in presenting what they have collected often proves to be of great motivational value to the students.

3) Students in small groups prepare a questionnaire to be administered to various males dealing with their attitudes toward women and work. (A sample questionnaire is included in the appendix, p. 13). Students should construct questions which ask not only what a person's attitude is but also his rationale for holding this particular view. This questionnaire could be used in the following manner:

A) Allow the girls in the class to interview the boys using the questionnaire. Let them gather again into groups to discuss the results.

B) Have the students administer the questionnaire to a variety of males of different vocational areas (e.g. male teachers, janitors, bus drivers, professional men, etc.). Also have each member of the class interview his father; this will hopefully lead to a more complete understanding of the origin of the student's own opinions.

Since the purpose of this activity was to further investigate how the role of a woman is often a transmitted stereotype, have the students prepare a tally sheet in which they group similar types of answers. They should perform a similar process with the rationales which were offered by the men interviewed. Have them turn in their questionnaire and tally sheet, and discuss in their small groups the affect these stereotypes have had on their own attitudes.

E.O.2 Investigates the opinions that contemporary women hold of themselves and their place in the world of work.

Learning Experiences

1) Form a panel of women drawn from various life styles to discuss before the class "The Role of a Woman." Select the panel from traditional roles such as housewife, secretary, nurse, etc. and also from non-traditional work roles such as bus or taxi driver, dentist, industrial workers, etc. (A woman's liberation advocate may be included). The instructor or one of the students in the class may serve as moderator of the panel and may use such stimulus questions as those listed on p. 15 of this appendix. Before the discussion begins, tell each student that he will have to explain and defend one of the points of view expressed by the panel. The students should be given a copy of the stimulus questions and should record the answer that seems most reasonable to them. Immediately after a 30-40 minute discussion by the panel, divide the class up into groups and allow the students to attack and defend the points of view they have chosen.

A second activity in which the students may engage might be a debate on the resolution:

> "There should be no difference in responsibility and opportunity between men and women."

Although this debate should perhaps be conducted on the day following the panel discussion, the topic may be assigned the day before to allow students time to choose and prepare.

2) Students in small groups prepare a questionnaire with which to investigate how contemporary women perceive themselves. A sample questionnaire is included on p. 16 of the appendix. Questions here should deal not only with opinions as to what is the proper role of a woman but also with what satisfications and dissatisfactions each woman experiences in her day-to-day activities. Use the questionnaire in the following manner:

A) Pair each class member with another of the opposite sex. Have the boys use the questionnaire to interview the girls. After the interview, gather into small groups to compare and discuss the results.

B) Have the students select a certain number of blocks in the city. Perhaps a sample should should be taken from a cross-section of neighborhoods. Let the students use the questionnaires they have prepared to interview women on a "door bell ringing" canvas of the areas chosen. Have them report back to their own small groups and discuss the results.

C) Each student may use the questionnaire to interview his own mother. This will allow him an idea as to the source of his own attitude toward women and work.

Students may prepare a type of tally sheet in which they separate the opinions expressed by women of various age groups, neighborhoods, and careers. Ask them to identify any answer patterns or types that might emerge from this tabulation. Have the students discuss the reasons for the difference of opinion found.

EO#3 Reads and discusses relevant literature dealing with women, their traditional roles, and their place in the world of work.

Learning Experiences

1) Hand out copies of the two articles included in the appendix (pp. 17-25) based upon the Women's Liberation Movement, entitled "The New Feminism" and "I Am Female...". Announce that there will be a debate in class on the following day. The stimulus for the debate will be a quotation from "The New Feminism" article.

> Resolved: "There are no real differences between men and women other than those enforced by culture."

Inform the students that the debate will center around the questions raised by the two articles. The affirmative should be prepared to defend what is said, and the negative will have to find answers for the charges that are made.

2) The students read Henrik Ibsen's play, A Doll's House. Ask them to answer and be prepared to discuss the questions found on the study sheet included in the appendix (p. 26).

Form discussion groups after the students have read the play and confronted the questions on the study sheet. Ask them to try to reach consensus on each of the questions and turn in a "majority report" of group opinion.

NOTE: This same procedure may be followed with whatever piece of literature is considered by the teacher to be applicable to this topic. Other fiction such as Shaw's Pygmalion might be used; writings such as Ashley Montague's The Natural Superiority of Women would apply; short stories such as Updikes "A & P" or O'Henry's "Gift of the Magi" may be used; and also any magazine or newspaper article on the subject might be used as a stimulus for discussion.

EO#4 Participates in and observes situations in which women are found in roles other than traditional ones.

Learning Experiences

1) Involve the students in a series of role-playing incidents which may be selected and performed in the small group or class situation. Divide the students into groups with as few as two or as many as five members. Each group must then select a role-playing experience which portrays a woman in other than a traditional role. The members of the group will plan the presentation, some or all being script writers and others being performers. (If desired, these experiences may be attempted on an impromptu basis with no preparation).

When the role-playing experiences are presented, ask the group to stop after each and discuss what they have seen in terms of what might happen if a similar situation actually did occur in reality. How might the real situation be similar to or different from that which was presented?

The students should be allowed to pick and create their own role-playing situation; however, here are several suggestions which they might want to consider:

A) A female personnel manager interviewing a prospective male employee.

B) A female dentist preparing to work on a male patient.

C) A woman as a service station attendant or mechanic providing service to male customer.

D) A female officer issuing a speeding ticket to a male driver.

E) A female astronaut or jet pilot going through flight preparations with a male co-pilot.

F) A female high school principal working out a discipline problem with a male teacher.

G) A woman as President of the United States talking with a male cabinet member.

H) A female taxi driver carrying on a conversation with a male passenger.

I) A woman suggesting a plan of action at a Teamster's Local union meeting.

J) A woman in a foreman position giving directions to one or more male underlings.

Some of these experiences may prove humorous to the students: this, rather than distracting from the experience may prove to be an excellent starting point for discussion. The students might be asked to consider why the situation seemed humorous or strange.

2) Take the students to a place of work which employs women in roles other than traditional ones. Have the students talk to both men and women in the work setting. Encourage them to ask the women questions regarding the satisfactions derived from the work, why they work, and what they think of themselves in this new role. Ask the students to also question the men as to what they think of working women in general, and what it feels like to have women doing the same job and earning an equal wage.

A suggestion would be to title the field trip "A Portrait of A Woman at Work." Divide the class into small groups and have each group decide how they will investigate and portray this work situation (e.g. one group may want to take along cameras for a picture-and-caption-approach or another might want to devise a questionnaire for an attitude survey). Whatever the case, the class should discuss in advance the approaches that they will use and be prepared to report back at the conclusion of the experience.

EO#5 Cites examples of change within the modern work society which have affected the traditional division of labor by sex.

Learning Experiences

1) Introduce the topic of division of labor by sex by giving the students some of the reasons why it had been in the past something

that was a product of circumstance. Then ask the students to discover some of the changes which have reduced the significance of this division of labor. This may be accomplished in the following manner:

The students as a class or in small groups construct a montage representing the changes which have reduced the significance of the traditional division of labor by sex. Sources for finding materials would be: catalog and magazine pictures which portray technical advances which were not available 50 years ago (students may check the validity of what they include with their parents or grandparents); newspaper and magazine blurbs on technical change, mechanization, or social change; Women's Liberation propaganda; planned parenthood advertisements; pictures of women in new jobs; etc.

2) For an experience less time consuming, the students in small groups may "brainstorm" the changes which have reduced the need for a division of labor between sexes. After a list has been compiled, have the group discuss the significance of each change (e.g. planned parenthood, mechanization, etc.)

Have the groups then compare with each other to see who has the most complete list of changes. Through this procedure, a class list will be developed which reflects the changing need for a division of labor between the sexes.

EO#6 Identifies several life patterns which might be followed by women and discusses the significance of each in regard to the personal development and family life of a woman.

Learning Experiences

1) Instruct each student to ask at least 10 women what their career patterns have been (e.g. high school, family; high school, college, work, family; etc.) Included in this investigation should be information regarding the number of years a woman has spent in a particular life stage and the satisfactions and dissatisfactions experienced with this particular life plan. Have the students gather back into small groups to compile the results of their investigations.

Similar patterns should be identified and a range of satisfications and dissatisfactions linked to each pattern. Have the students then address themselves to the question: "What life pattern would fit best into what I would like my (or my wife's) life to become?"

2) Students read the four summary pages regarding life style and occupational possibilities for women found on pages 27 to 30 of the appendix. Following these summary pages is a list of questions, entitled "What Are The Facts?" which the students may consider in their examination of this summary material. Ask each student to work independently and to answer the questions for himself. After this has been done, the questions might then be used as a basis for discussion in a class or small group situation.

3) As an accompanying activity for those students who read the summary material found on pages 27 to 30 of the appendix, ask each of them to construct a life pattern of the "ideal woman." The life pattern may be done in a number of ways ranging from a simple chronological description of what each student feels to be the "best" possible life plan to a more complicated montage which displays a progression of images portraying women in various stages of the ideal life pattern.

After each student has constructed his hypothetical life pattern, gather into groups to discuss and defend the choices that each person has made.

EO#7 Gathers information concerning vocational opportunities for women in various areas of work.

Learning Experiences

1) Students gather in small groups to make a listing of those occupations which have traditionally been open to women (e.g. nursing, teaching, clerical work, etc.).

After completing this task, each student consults with the occupational information center of the school to discover at least five occupations not found on the previously prepared list. The small groups then once again form to report and discuss the "new jobs" they have found for women. Have each small group turn in a list of those occupations which they feel it may now be possible for women to enter. Compare the results of the small groups.

2) Invite representatives from occupations in which women are rarely found to speak before the class. A wide range of choices should be made (e.g. dentist, electrical engineer, industrial worker). These representatives may speak to the class individually or as a panel. Have the students be certain to get from each person the reasons that this occupation has normally been closed to women. Also, have the students record the attitude of each speaker toward the prospect of having women enter his field of work.

Students might form in small groups immediately after each presentation to discuss their reactions to the speaker and to the possibility of women working in that person's particular field.

NOTE: If speakers are not readily available, this activity might as easily be accomplished if several students obtain the same type of information from fathers who work in predominently male occupations. A similar procedure might then be followed.

UNIT EVALUATION

Included in the appendix (p. 33) is a questionnaire designed to measure a person's attitude toward women along the dimensions of "traditional" to "emergent". At the beginning of the unit, the teacher may select from the questionnaire those items which seem most suitable for his student age group.

The teacher may then proceed in one of two directions. He may divide the items he has selected into two equal groups composed of a balance of traditional and emergent statements. He might then administer on half of the items to the students before the unit begins and the remaining half at the conclusion of the experience. As a second choice, the teacher might also decide to use all of the items in a pre-test and post-test arrangement.

In either case, by using the scoring directions accompanying the questionnaire, the teacher may obtain an idea as to the movement and direction of attitude change during the course of this unit. A higher mean score would indicate that student attitude has become more "emergent".

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*References included in the following appendix.

APPENDIX

"A WOMAN'S WAY"

The measure of a man in a woman's eyes.
She can make him something special if she tries.
From the moment that she gives herself, her life is not the same.
It's a woman's way to live; so she proudly takes his name;
For a woman's life is empty until she finds her man.
It's a woman's way to give all that she can.
And she'll watch him chase his dreams and never look back to complain.
'Cause it's a woman's way to give, when givin's all she's got to gain.
When a woman loves a man, there's no greater thing on earth,
And each time with him is always like the first.
And when a woman gives a child to you, you've made yourself a name.
That's a woman's way to love, and for love she bears the pain.
Sometimes I start to wonder why she did it all for me.
But then I realize she's where she wants to be.
And without her here I'd never be the man I am today;
So I try to make her smile a little more each day.
And I'll silently give thanks to her for her women's way.

"FOR THE LOVE OF HIM"

When he opens the door, says "I'm home".
Be aware of the look in his eye,
To tell you the mood he's in:
What kind of day it's been.

CHORUS:
For the love of him, make him your reason for living.
Give all the love you can give him:
All the love you can.

There'll be the times when he won't say a word.
And you wonder if it's something you said.
A gentle touch of your hand,
Tells him you understand.

Little things he forgets to do.
Have you told him today "I love you"?
When he reaches out, be there.
Show him that someone cares.

He's a man and a man has to try,
Let him run; let him fall; let him cry.
His world won't fall apart,
If you take him into your heart.

WOMEN IN THE WORLD OF WORK

ENABLING OBJECTIVE #1, LEARNING EXPERIENCE #3

Questionnaire to be administered to various males dealing with their attitudes toward women and work:

1. Do you feel that women are unfarily discriminated against in seeking employment? Why or why not?

2. Should married women work
   a) full-time
   b) part-time
   c) not at all

3. Should married women with preschool children work
   a) full-time
   b) part-time
   c) not at all

4. Would (do) you want your wife to work?

5. Which of the following is most important to you?
   a) your job
   b) your home life
   c) both equally important

6. Which should be more important to a working wife?
   a) job
   b) home life
   c) both equally important

7. Which should be more important to a working mother?
   a) job
   b) home life
   c) both equally important

8. Would you object most to women engaged in your field of work if they were employed?
   a) at a lower level than yours
   b) in a position equal to yours
   c) as your superior (foreman, executive)

9. Would you approve most of a girlfriend or spouse who
   a) makes more money than you
   b) has a higher status position than you
   c) carries more responsibility than you

10. Would you want her to continue to work after marriage. After children?

11. Do you feel that women can handle most jobs as effectively as men?

12. Do you feel that some jobs are better reserved for men? If so, what are they?

13. Do you think a woman will ever be President?

14. Do you think a woman should be President?

15. Do you feel that career women are more aggressive than non-career women?

16. Do you feel that career women are less feminine than non-career women?

17. How do you feel about the Women's Liberation Movement?

    a) It's justified -- a good thing.
    b) The women involved are misfits -- can't get a man of their own so they hate all men.
    c) There may be some justification, but they're pushing things too far.
    d) It's absurd and illogical -- just like women.
    e) other -- explain

18. Shirley Chisholm, Negro Congresswoman, has stated that she is discriminated against more as a woman than as a Negro. Do you think this is generally true?

19. Do you feel that women are more emotional than men?

20. Do you feel that men are more intellectual than women?

21. Should women be allowed to work at jobs which require heavy physical work (lifting, carrying, construction work, etc.)?

22. Would you take a job under the supervision of a woman?

Stimulus Questions for Panel Discussion - EO#2, exp. 1

1. It has been said that "a woman's place is in the home." To what degree would each of you agree with this statement?

2. Is a woman's primary responsibility to her husband and children (as being a good wife and mother) or to herself (in being a fulfilled and contented person)?

3. Should a husband and wife be equal partners in a marriage or should there be an imbalance and division of labor?

4. Should all areas of work be open to women, or are there some jobs that are "out of bounds?"

5. To what extent do you agree with the Women's Liberation Movement when they say that men have kept women in subserviance and have exploited them?

6. How does the present debate over the proper role of a woman affect your idea of yourself as a woman? Has your opinion of the role of a woman changed a great deal?

7. There are some people who advocate a complete change in the way that women are perceived. How does this make you feel? What portions of the "traditional" attitude and behavior toward woman would you like to retain?

8. Some men say that women "want to have their cake and eat it too." In other words, they want all of the privileges and responsibilities of men but still want to be treated as a "lady". How would you react to this statement? Do women have to choose to live in one world or the other, or can they ask for the "best of both worlds?"

9. What advice would you give to today's teen-age girls as to what to expect a "proper woman's role" to be?

10. Are you satisfied with your life as a woman (past and present)? How would you have changed it if it were possible to do so?

WOMEN IN THE WORLD OF WORK

ENABLING OBJECTIVE #2, LEARNING EXPERIENCE #2

Questionnaire to investigate how contemporary women perceive themselves:

1. Do you work outside the home?
2. Do (would) you prefer to work outside the home?
3. Do you consider yourself equal to men in the world of work?
4. Do you believe that there are certain areas of work rightfully reserved to men? If so, please name them.
5. Rank the following roles in order of their importance to you: a) wife, b) mother, c) worker, d) homemaker.
6. Do you feel that you are discriminated against as a worker because of your sex by men? By other women?
7. If you are better at something than a male, do you let him know it? Why or why not?
8. Do you enjoy or resent a position of superiority over men?
9. Would you date a man who was your subordinate?
10. Would you consider marrying a man who was your subordinate?
11. Do you feel that "a woman's place is in the home"?
12. Would (do) you work outside the home after marriage by choice? After children?
13. Have you ever wanted to be President of the United States?
14. Do you think a woman every should be President?
15. Do you think a woman ever will be President?

Pages 17-24 have been removed because they are copyrighted. They contained "The New Feminism" by Lucy Komisar from Saturday Review, February 21, 1970.

I AM FEMALE . . .

In this country I AM LED TO BELIEVE that marriage, housework and child care are the highest goals to which I may aspire. I am rarely encouraged or allowed to develop my talents and abilities for fear that I may lose what is called "femininity."

I HAVE LEARNED ABOUT "FEMININITY." In my woman's role, I am frequently prevented from securing a good job, no matter what my level of education. I am systematically paid lower wages than men for the same work. I am barred from advancement in the white collar business world...I am not organized. My own unions in the labor movement have been known to discriminate against me. Other unions divide and cause dissent between male and female workers so that they cannot unite to make effective demands. I am not allowed to enter jobs in skilled labor traditionally dominated by men.

I MAKE UP 37% OF THE LABOR FORCE in this country, yet only 3% of my working sisters make $10,000 a year or more. Millions of dollars in profit are derived from the exploitation of women both as workers and as sexual objects... women are used as tools to sell products....women are persuaded to buy products that are not necessary for themselves or for their families and that are sometimes harmful to all of us. Women like me are used as temporary and part-time workers and are excluded from receiving corporate fringe benefits.

IF I AM UNMARRIED OR WITHOUT A MAN, I have little economic security. If I am married, I am legally dependent on my husband. My work at home places me in the position of a servant and I am burdened with all of the major responsibility for raising children. Ten thousand women like me die every year from illegal or self-induced abortions because the state forces us to bear children we CANNOT want. Thousands of women like me are forced to live under a degrading system of welfare because I cannot earn enough to support a family...and out of what little I might earn, I would have to pay another woman even less to care for my children.

I AM SCORNED AS A WOMAN...yet I am held responsible for providing all of the most basic human needs in this society...and am the head of one out of every ten American families.

DO NOT UNDERESTIMATE ME. I am female. I am very strong to have survived centuries of persecution by male institutions.

I am ready to demand great changes...social, economic, and political... which will benefit women and all oppressed peoples...and hopefully provide us with a more human society in which to live.

I AM A MOTHER
I AM A STUDENT
I AM A SINGLE WORKING WOMAN
I AM A WORKING WOMAN WITH CHILDREN
I AM A HOUSEWIFE
I AM A MOTHER ON WELFARE
I AM A WIDOW
I AM FEMALE. . . .

DISCUSSION QUESTIONS FOR A DOLL'S HOUSE

1. What is Nora's relationship with Torvald like when the play begins? Can you pick out some words and phrases that demonstrate this?

2. What is the history of Nora's life in terms of her relationship with males and her experience in the world of work?

3. What is Nora's "secret?" Why do you think this means so much to her?

4. Could you as a (man,woman) live in a family situation such as the Helmer's? Why or why not?

5. How is Mrs. Linde different from Nora? How similar? Which woman would you prefer to be or to have as a wife? Why?

6. How and why does Nora change during the course of the play?

7. Do you agree with Nora's decision at the end of the play? Why or why not?

8. Do all women need, at some time in their lives, to do what Nora Helmer feels she now must do? Please give reasons for your answer.

FACT SHEET*

Employment in 1968

Number - Over 29 million women are in the labor force. This is 42 percent of all women working age. Women are 37 percent of the labor force.

Age - Half of the women workers are 40 years of age or over. Almost two-fifths are 45 years or older. More than half of all women in the labor force are in the following age groups: 18 and 19 years, 20 to 24 years, and 45 to 54 years.

Marital status - Almost three out of five women workers are married (husband present). Of all married women (husband present) in the population, 37 percent are working.

Family status - About 10.6 million mothers with children under 18 years of age are working, of whom 4.1 million have children under six years. Working mothers are 38 percent of all women in the labor force.

Employment patterns - About 42 percent of all women workers work full-time the year around. Almost 30 percent work part-time the year around or part of the year.

Occupations - About 34 percent of all employed women are clerical workers. They include 3.3 million stenographers, typists, and secretaries. Sixteen percent are service workers (except private household). Fifteen percent are operatives, chiefly in factories. Almost fifteen percent are professional and technical workers. They include 1.7 million teachers.

Income in 1968

Median income in 1968 - $4,026 was received by year around full-time women workers; $1,638 by all women with income.

Education in 1966 - 68

School and college enrollment - There were over 26 million girls and women between 5 and 34 years of age enrolled in school in the fall of 1966. The 2.8 million college women were two-fifths of all college students in the fall of 1967.

Education Completed - About 297,000 women earned college degrees in 1966-67. A total of 2.9 million women workers have a college degree, according to a March 1968 study. About 12.2 million women workers are at least high school graduates (no college), and 3.4 million have some college education (no degree).

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*Taken from the Minnesota Pupil Services Bulletin, Minnesota Department of Education, Spring, 1970.

WORK LIFE EXPECTANCY FOR WOMEN OF TOMORROW

Most girls in the United States can expect the following life pattern as they move from school through middle age to the later years of life:

Unless they go to college, the majority of unmarried girls will go to work at age 17 or 18 after leaving school. Within three or four years, a large number of these young women will marry. Some of them will stop working for pay in order to get a new home organized, but a majority will continue to work to make it possible for a husband to get through school or to permit purchase of such things as a car, a home, or labor-saving household equipment. Then when the first baby arrives, the vast majority of young mothers give up their jobs and remain out of the work force until their youngest child is old enough to go to school. (About one in five women with preschool children will continue to work, usually because of economic need, but the general pattern will be that the age group 25-34 will provide the smallest share of women workers).

When the youngest child no longer needs constant care, many mothers will choose to return to paid employment. This will usually happen when the women approach their middle 30's, after they have been out of the work force for about eight or ten years. Once back, the tendency will be for them to remain at work, perhaps not continuously, but certainly for a great share of their years to age 65. By 1975 nearly half of all women between 35 and 54 will probably be working. Unless things change unexpectedly in the years ahead, more women age 45 to 54 will be active in the work force than any other age group.

For the one girl in 20 who remains single, the length of her working life will be about the same as that of a man. Since most single women must support themselves, and often parents or other relatives as well, they must continue to hold a job.

Summary: The "work-life expectancy," as it is often called, for the women of tomorrow will be:

--for single women, about 40 years
--for childless married women, about 30 years
--for married women with children, about 15 to 25 years (depending on the number of children)

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*Louise Vetter and Barbara J. Sethney, Planning Ahead for the World of Work, The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210, 1971. Reprinted by permission.

Table I. MAJOR OCCUPATIONAL GROUPS OF EMPLOYED WOMEN, 1950 and 1965*

Major Occupational Group	Number (in thousands		% Distribution of All Women Employed		Women as % of Total Employment**	
	1965	1950	1965	1950	1965	1950
Professional & technical workers	3,323	1,862	14%	11%	37%	42%
Managers, officials & owners (except farm)	1,106	941	5	6	15	15
Clerical workers	7,756	4,539	32	26	70	59
Sales workers	1,881	1,516	8	9	41	39
Craftsmen & foremen (skilled workers)	281	181	1	1	3	2
Operatives (semiskilled workers)	3,656	3,215	15	19	28	27
Laborers (unskilled workers except farm and mine)	116	68	1	1	3	2
Private-household workers	2,025	1,771	8	10	98	92
Service workers (except private-household)	3,829	2,168	15	13	55	45
Farmers & farm managers	140	253	1	2	6	6
Farm laborers & foremen	534	663	2	4	30	27
TOTAL, ALL GROUPS	24,648	17,176	100%	100%	35%	29%

*Women 14 years of age and over.
**Both men and women.
Totals may not equal 100% because of rounding.
Source: U.S. Department of Labor, Women's Bureau, 1965 Handbook on Women Workers, p. 89.

PROJECTED EMPLOYMENT GROWTH BY OCCUPATION, 1964-1975

		PROJECTED EMPLOYMENT GROWTH			
Decline	Major Occupational Group	No Change	Less Than Average	Average	More Than Average
	Professional and technical workers				→
	Service workers				→
	Clerical workers				→
	Craftsmen and Foremen (skilled workers)			→	
	Managers, officials, and owners			→	
	Sales workers			→	
	Operatives (Semiskilled workers)		→		
	Laborers, nonfarm (Unskilled workers)	→			
←	Farm workers				

Source: U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 1966-67 Edition, p. 16.

WHAT ARE THE FACTS?

1. According to the "Fact Sheet," what percent of the labor force was made up by women in 1968? This is what proportion of all the women who could work?

2. True or False - More than half of the women who work are over 40 years old.

3. True or False - Less than half of the women who work are married.

4. Compute the percent of all women workers who have children under six years of age. Is this more or less than you expected? Why?

5. Of the different types of occupations in which women are employed, what percent would you consider "traditional" types of female occupations? What, if any, would you exclude? Why?

6. True or False - More than half of all college students in 1967 were women.

7. What percent of all women workers have a college degree? From what you have read thus far, what occupation probably encompasses the majority of these women?

8. What percent of all women who work have a high school diploma? What would you predict this percentage to be 20 years from now?

9. Based on the averages found on the page of work life expectancies, what is the minimum number of years that a girl should expect to work? Describe the family situation in which such a person might live (according to this summary). From your knowledge of present population trends, how great is this possibility that this situation will occur? Why?

10. After reading the work expectancy summary, what would you personally estimate the average length of work life to be for a girl graduating from high school at the present time? Does this estimate differ from what you have imagined up to the present time?

11. Referring to the table "Major Occupational Groups of Employed Women, 1950 and 1965," what occupational area recorded the greatest increase in percent of women workers? Which experienced the greatest decrease?

12. If present trends continue, which occupational area will experience the largest number of women taking over jobs which were formerly held by men? Which will experience the reverse in which men will regain a number of jobs which had been held by women? Do you approve of these trends? Why or why not?

13. According to the chart, "Projected Employment Growth by Occupation, 1964 - 1975," in which occupational areas would you advise a girl to concentrate her efforts if she wants to have the greatest assurance of obtaining employment? Which would you advise her to avoid?

ATTITUDE QUESTIONNAIRE*

DIRECTIONS

Please read carefully

The following survey attempts to investigate counselor attitudes toward women. It consists of 68 statements. You are to react to each statement, indicating degree of support or non-support. The scale and its interpretation is as follows:

Strongly Disagree	- Indicates a concerned, strong, negative feeling about the statement.
Mildly Disagree	- Indicates less concern, but a still negative feeling about the statement.
Equally Agree and Disagree	- Indicates an ambivalent feeling about the statement, to which you cannot give direction.
Mildly Agree	- Indicates less concern, but a still positive feeling about the statement.
Strongly Agree	- Indicates a concerned, strong, positive feeling about the statement.

Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them. Make only one choice per statement, using an X, and don't leave any blank.

*Patricia Englehart, "A Survey of Counselor Attitudes Toward Women," Unpublished M.A. Colloquium Paper, University of Minnesota, 1968.

		Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
1. Nurturance and concern for others are equally important for men and women.	1.	( )	( )	( )	( )	( )
2. In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman.	2.	( )	( )	( )	( )	( )
3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.	3.	( )	( )	( )	( )	( )
4. Any woman, married or single, should receive the same pay for a particular job as a man would.	4.	( )	( )	( )	( )	( )
5. A girl's college education is more often wasted than a boy's.	5.	( )	( )	( )	( )	( )
6. Women tend to respond emotionally, men by thinking.	6.	( )	( )	( )	( )	( )
7. The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for these professions, are beneficial recommendations.	7.	( )	( )	( )	( )	( )
8. Physical care of aging parents should more often be the daughter's responsibility.	8.	( )	( )	( )	( )	( )
9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands.	9.	( )	( )	( )	( )	( )
10. Doctors who tell distraught mothers to work part time or go to school are performing a valuable service.	10.	( )	( )	( )	( )	( )
11. There should be a sex advantage to boys, other things being equal, on the granting of graduate fellowships.	11.	( )	( )	( )	( )	( )
12. Women with ability should feel a responsibility for using their talents for the betterment of mankind.	12.	( )	( )	( )	( )	( )

		Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
13. The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training.	13.	( )	( )	( )	( )	( )
14. Men are meant to lead, and women, except in extreme circumstances, to follow.	14.	( )	( )	( )	( )	( )
15. A married woman with preschool age children is justified in working simply because she wants to.	15.	( )	( )	( )	( )	( )
16. True love for her family and an active concern for mankind are inseparable for a married woman.	16.	( )	( )	( )	( )	( )
17. Many emotional and adjustment problems in children are primarily due to working mothers.	17.	( )	( )	( )	( )	( )
18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs.	18.	( )	( )	( )	( )	( )
19. A woman should interrupt her college education to put her husband through school.	19.	( )	( )	( )	( )	( )
20. Choice of college is not as important for a girl as for a boy.	20.	( )	( )	( )	( )	( )
21. Many women have a responsibility to put their humanizing talents to work outside the home.	21.	( )	( )	( )	( )	( )
22. Marriage and children should take precedence over everything else in a married woman's life.	22.	( )	( )	( )	( )	( )
23. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.	23.	( )	( )	( )	( )	( )
24. Preschool age girls should be encouraged to explore and manipulate their environment on the same scale as preschool age boys.	24.	( )	( )	( )	( )	( )

			Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
25.	Women who work are taking jobs away from men.	25.	( )	( )	( )	( )	( )
26.	As a general rule, women tend to minimize their abilities.	26.	( )	( )	( )	( )	( )
27.	Courses in math and physics should be considered by more girls than are considering them today.	27.	( )	( )	( )	( )	( )
28.	Most women tend to lose their femininity when they perform jobs usually executed by men.	28.	( )	( )	( )	( )	( )
29.	The fact that her husband will have additional home responsibilities should not deter a married woman from working.	29.	( )	( )	( )	( )	( )
30.	The emphasis on beauty and desirability tend to encourage a premature marriage concern among our teen-aged girls.	30.	( )	( )	( )	( )	( )
31.	Mothers of children under three should not work either full or part time unless there is serious economic necessity for so doing.	31.	( )	( )	( )	( )	( )
32.	A school district is not justified in making the wife resign after marriage when both she and her husband have been teaching in that system.	32.	( )	( )	( )	( )	( )
33.	Going to college to get a husband can justifiably be the prime goal of a girl's college career.	33.	( )	( )	( )	( )	( )
34.	Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.	34.	( )	( )	( )	( )	( )
35.	Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	35.	( )	( )	( )	( )	( )
36.	Women should decorate and enhance their homes and leave the larger world to men.	36.	( )	( )	( )	( )	( )

			⁀Strongly ⁀Disagree		⁀Mildly ⁀Disagree		⁀Equally Agree and Disagree		⁀Mildly ⁀Agree		⁀Strongly ⁀Agree	
37.	Love and charity begin in the home; therefore, women with children should stay in the home after marriage and not worry about extending their love and charity beyond.	37.	(	)	(	)	(	)	(	)	(	)
38.	We need more good child care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children.	38.	(	)	(	)	(	)	(	)	(	)
39.	A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications.	39.	(	)	(	)	(	)	(	)	(	)
40.	Sexually mixed, elective home economics classes and industrial arts classes would be a good idea.	40.	(	)	(	)	(	)	(	)	(	)
41.	Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books.	41.	(	)	(	)	(	)	(	)	(	)
42.	Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks.	42.	(	)	(	)	(	)	(	)	(	)
43.	A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated.	43.	(	)	(	)	(	)	(	)	(	)
44.	A wife's opinion should have the same bearing upon important decisions for the family as her husband's.	44.	(	)	(	)	(	)	(	)	(	)
45.	Mother substitutes can hardly ever do as adequate a job rearing as the child's own mother.	45.	(	)	(	)	(	)	(	)	(	)
46.	Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.	46.	(	)	(	)	(	)	(	)	(	)

			Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
47.	"An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation.	47.	( )	( )	( )	( )	( )
48.	Marriage and children should be viewed as decidedly limiting factors in the career development of girls.	48.	( )	( )	( )	( )	( )
49.	One of our greatest untapped resources of competent professionals, in many areas, is women.	49.	( )	( )	( )	( )	( )
50.	Married women should not crave personal success, but instead be satisfied with their husband's achievements.	50.	( )	( )	( )	( )	( )
51.	A man should never be expected to do the dishes in other than emergency circumstances.	51.	( )	( )	( )	( )	( )
52.	Women who graduate from college and work at least part time have children who are generally more independent.	52.	( )	( )	( )	( )	( )
53.	School districts should refuse to hire married women as teachers.	53.	( )	( )	( )	( )	( )
54.	Courses in the arts and romance languages should be considered by more boys than are considering them today.	54.	( )	( )	( )	( )	( )
55.	Boys need to be educated so that they will be more cognizant of the broader role of today's women.	55.	( )	( )	( )	( )	( )
56.	Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.	56.	( )	( )	( )	( )	( )
57.	A man can establish a beneficial relationship with his child by greater participation in the child's physical care.	57.	( )	( )	( )	( )	( )
58.	A stimulating, interesting, non-dependent type of wife can be an asset to a marriage.	58.	( )	( )	( )	( )	( )
59.	More than one caretaker is likely to be confusing to a year old child.	59.	( )	( )	( )	( )	( )

		Strongly Disagree	Mildly Disagree	Equally Agree and Disagree	Mildly Agree	Strongly Agree
60. The difficulties involved in women supervising men on jobs have been exaggerated.	60.	( )	( )	( )	( )	( )
61. With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution.	61.	( )	( )	( )	( )	( )
62. Colleges would benefit by hiring more women staff members.	62.	( )	( )	( )	( )	( )
63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.	63.	( )	( )	( )	( )	( )
64. Most men are happier if their wives are dependent and subservient.	64.	( )	( )	( )	( )	( )
65. Girls are overly protected in our culture.	65.	( )	( )	( )	( )	( )
66. Colleges and universities should continue to enforce the anti-nepotism rules by not permitting joint hiring of husband-wife teams, irrespective of qualifications.	66.	( )	( )	( )	( )	( )
67. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.	67.	( )	( )	( )	( )	( )
68. A married woman with children at home should not become involved at the career level of work.	68.	( )	( )	( )	( )	( )

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SCORING DIRECTIONS
Attitude Questionnaire

If you would like to take the survey, you can hand score it by following the below procedure. There are five choices for each of the 68 items of which only one should be selected.

Items numbered 1, 2, 4, 7, 10, 12, 13, 15, 16, 18, 21, 24, 26, 27, 29, 30, 32, 35, 38, 40, 41, 43, 44, 46, 49, 52, 54, 55, 57, 58, 60, 61, 62, and 65 are the emergently stated items and should be given the following number of points for each of the five possible choices.

Strongly disagree	Mildly disagree	Equally agree and disagree	Mildly agree	Strongly agree
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.

Items numbered 3, 5, 6, 8, 9, 11, 14, 17, 19, 20, 22, 23, 25, 28, 31, 33, 34, 36, 37, 39, 42, 47, 48, 50, 51, 53, 56, 59, 63, 64, 66, 67, and 68 are the traditionally stated items and should be given the following number of points for each of the five possible choices.

Strongly disagree	Mildly disagree	Equally agree and disagree	Mildly agree	Strongly agree
5 pts.	4 pts.	3 pts.	2 pts.	1. pt.

Note that these items are scored backward.

The highest possible score that can be obtained on the questionnaire is 340 and would indicate an extremely emergent orientation toward woman's role. The lowest possible socre is 68 and of course would be very traditional. Scores from 204 to 340 can be considered in the emergent direction and from 204 down to 68 in the traditional direction.